

DC Model Teacher Evaluation System



Educator Quality and Effectiveness

Theory of Action

If teachers and leaders engage in a teacher evaluation system which values iterative feedback, high-quality instructional goals, rigorous expectations and teacher voice,

Then educators will be equipped with the support structures and strategies necessary to improve professional practice and increase positive student outcomes.

Model Evaluation Design Standards

- Outlines expectations for excellent teaching, notably the knowledge, skills and behaviors essential to improve practice and raise student achievement.
- Provides the tools and training materials necessary to realize rigorous instructional expectations.
- Utilizes student learning objectives as a collaborative, high-impact tool to measure student growth as part of a teacher evaluation.
- Develops teacher observation materials which emphasize regular, iterative and high yield feedback.
- Enables school administrators to accurately assess the performance of their teaching staff and provide support to improve that performance.
- Provides operational protocols which result in clear, fair, and feasible application of the teacher evaluation process.
- Aligns the expectations for excellent teaching with the Common Core State Standards (CCSS) and corresponding PARCC assessment.
- Utilizes a community of practice of school-based teacher evaluation experts to rigorously examine and forge a consensus regarding evaluation materials.

Tools & Training

- OSSE has partnered with Thurgood Marshall Academy PCS in order to leverage their tools, knowledge and practices.
- The measures used for this system will include teacher practice (observations), student learning objectives, and professionalism. Measures will be determined through an LEA planning committee.
- LEAs will also be provided process documents and “train the trainer” resources that will allow for implementation at the school level.

FAQs

Participation and Outreach?

- Any K-12 DC LEA is welcome to participate as a planning committee member.
- Outreach will begin late-October with a kick-off meeting on November, 13th from 9:30-11:30 at Thurgood Marshall Academy.
- LEAs will receive a stipend of \$10,000 as an incentive for participation in the planning committee.

What is the timeline?

- LEAs will participate in a year of planning and design (SY 14-15) which will include monthly planning committee meetings.
- Piloting of the system will be during the following school year (SY 15-16)

How Much Flexibility Does an LEA have?

- The model evaluation system will be an opt-in system.
- LEAs participating during the implementation year will be expected to use the agreed upon measures and report on the results of these measures to OSSE.
- LEAs will have the option to include additional measures, assign different weights to measures and make human capital decisions as they see fit.

Advantages

- **Capacity:** OSSE will provide participating planning committee LEAs with \$10,000 stipends and routine technical assistance.
- **Scale:** The foundation of the system will be from a high achieving LEA (Thurgood Marshall Academy)
- **Research:** OSSE will use the data collected through the pilot to inform improvements to the tools and provide training. OSSE will also use these results to inform PAARC readiness.
- **Qualitative Emphasis:** The focus of the model evaluation system will be to improve teacher practice through high-quality , regular and iterative feedback.